

COACHING SCHOOL DIRECTORY

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rs, \$35; Others, \$50 (includes adv. on page 60. room See

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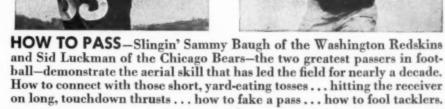
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JUNE



You must pass an exam yet

OUR favorite graveyard for football coaches always has been City College of New York. Up in the home of the Beaver and Nat Holman, football coaches come and go with terrible regularity. Their mortality rate is higher than an Adolph Rupp rebound retriever.

Not that CCNY demands winning teams. Heavens forbid! All it craves is an occasional touchdown. The meticulous Beavers have a horror for sullying the opponents' goal line. They have gone years at a stretch without tallying a point, much less winning a game.

To the eternal credit of the undergraduates, few coaches have had their brutish bodies hung in effigy. The CCNY fan accepts defeat with Aristotelian serenity, a philosophical detachment conditioned through watching generation after generation of Beaver teams perform with remarkable consistency.

What accounts for the unusual turnover of coaches? Simply this—they quit. A season or two of exposure to the CCNY setup—with its limited facilities and equipment, olympian scholastic standards, and snowy purity of athletic code—is more than the human body can

YOU'D think, with all these drawbacks, the football job would hardly qualify as a red-hot attraction. But such is the bravery of our coaching brethren that they keep applying for the position in astronomical numbers.

When Coach No. 872 gave up the ghost at the end of the 1946 season, a small army of formation tinkerers immediately applied for the job.

CCNY met this familiar situation with scientific sublimity. With conditions being what they were, they decided that if they couldn't give their loyal, quietly suffering rooters a winning team, they could give them a coach with the mightiest grid I.Q. in the land.

To screen out this man of distinction, a committee of professors and alumni whipped up a dandy little football quiz. As far as we

know this marked the first written exam ever given prospective football coaches.

The man who tackled the task of guiding the Beavers was expected to write in concise English the answers to 15 coaching night-mares.

For instance, "What would you do if your team had a two-point lead with time out, 10 seconds to play, and you had the ball on your own six-inch line?"

Inasmuch as CCNY has won only one game in three years, the committee expected some answer besides, "pray."

F the candidate got by that one, he bucked head-on into these posers:

1. Select from the following characteristics the most indicative of good football potentialities and list them in the order of importance:

Speed, endurance, aggressiveness, grace or style, confidence, ability to take it, strong arms, sturdy legs, seriousness of purpose, cockiness, weight, height, other items. (10 points)

2. Assume you have a 36-man varsity squad with two assistant coaches and a J.V.-Frosh squad of equal size with two coaches. The equipment room is open from 12 noon until 5:30, and the trainer is on duty from noon to 7:30. Practice starts at 5 P.M. Outline your program for the day with time allotments for each item:

(a) The first day of the season;(b) Monday after the second

(c) Wednesday after the fifth game in an eight-game schedule. (15 points)

3. If you could use only 10 plays, including a punt as well as plays for both sides of the line, diagram the ones you would use showing complete assignments only for the most important play. (10 points)

4. Why do you consider the above indicated play the most important? (5 points)

5. What offensive methods are

most likely to be effective as antidotes against five- or four-man lines? (5 points)

6. Discuss briefly the importance of the forward pass in the modern game. (5 points)

7. Describe the system of defensive line play you advocate for green players. (5 points)

8. If you had one great tackler where would you play him: (a) on defense; (b) on offense. (5 points)

9. Where would you play your best forward pass defender? (5 points)

10. Describe a system of forward pass defense for green players, and show in terms of percentage the relative importance of each aspect. (5 points)

11. Enumerate the items to be covered in safeguarding a team against long runbacks of punts. (5 points)

12. If you had a good safety who had the one weakness that he often let kicks drop to the ground rather than catch them, what would you do about it? (5 points)

13. (a) What would you do about the player with above average talent who showed definite signs of being yellow?

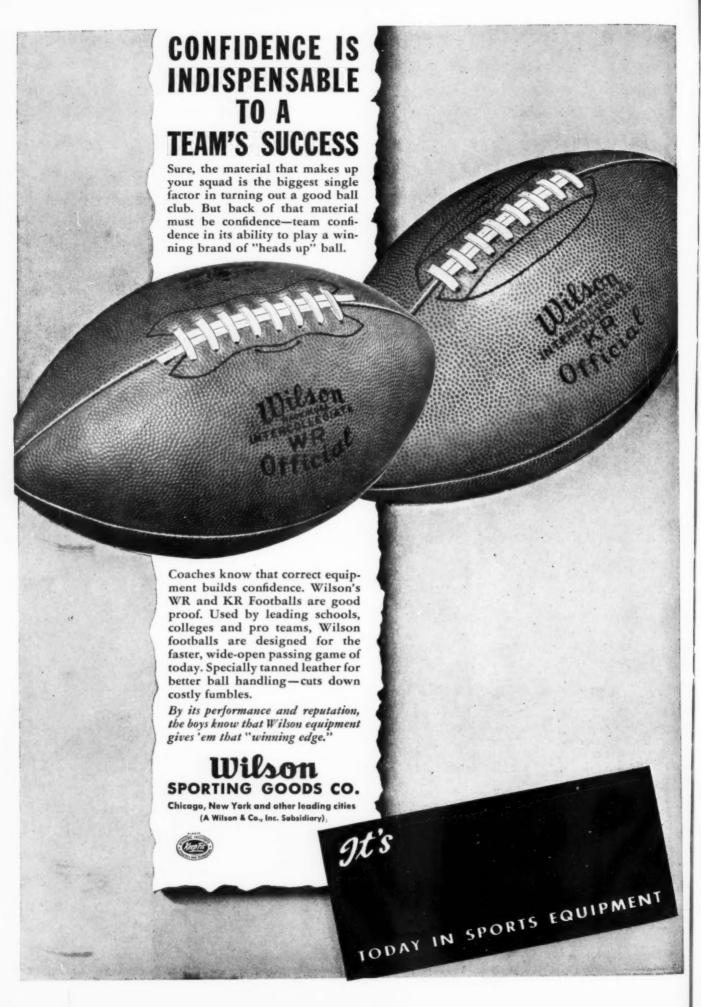
(b) What would you do if your most promising quarterback and passer was conspicuously insolent and insubordinate?

(c) Your best player breaks training the night before the big game. How do you handle the situation? (10 points)

14. List in order of importance the five items of information you instruct your scout to look for. (5 points)

SOME of the applicants batted out the answers in 40 minutes. Others sweated for four hours. Just four passed the quiz and moved on to a final screening. The two fellows who scored the highest wound up with the assistant-coach jobs for 1947.

Who got the head-coach job?— Professor Harold J. Parker, chairman of the screening committee. He didn't take the test.



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The CENTER on Offense

by CARL SNAVELY

Fundamental football, executed precisely and soundly—that's the Carl Snavely trademark in college football. A great teacher with a great record, he is now busy turning out winners at the U. of North Carolina. His article on center play (qualifications, stance and passing) is part of a treatise on the position which Coach Snavely will incorporate into a technical football text he is preparing for the McGraw-Hill Book Co.

REAT football teams usually have great centers—a man who can (1) deliver the ball perfectly on every play, (2) block effectively after passing, and (3) back up the line strongly on defense.

Only one or two specific prerequisites are essential—a strong competitive spirit and general athletic ability, including specifically the ability to pass.

While many coaches prefer tall men, some of the best centers I have seen have been short. Speed is a big asset, of course. But a lot of great centers originally were found too slow for other positions.

The bigger and stronger and faster the athlete is, the better, but there are qualities which outweigh these in importance.

The one absolute essential is the ability to pass the ball. This re-

quires some natural talent and a good deal of training and practice. Just being able to pass is not enough. The center must be able to deliver the ball with delicate accuracy and touch under the greatest possible pressure.

Some otherwise capable athletes lose their sensitive nervous control under strain. While no reflection on their courage, this disqualifies them for the position.

Another important requirement is to be quick in bodily movements. The center must be able to pass the ball perfectly and carefully and then outmaneuver defensive linemen who have nothing to do but charge on the snap.

The pivot man must also be agile enough to pull out of the line and interfere for a runner or protect a passer. He must be tough enough to take punishment, since his primary passing duty handicaps him in his personal encounters.

He must be a hustler. Throughout the season—in practice and in games—he must be in position and ready to go before his team can line up or start a play. If he lags, the team lags. In the eternal battle against time, he is the most important figure in determining the gait of his team.

He must be smart. He must be alert. He must be a leader. He must note and suggest corrections for every tell-tale sign which might indicate the nature of the play.

When the opponents charge too quickly, he must put the ball in play to catch them off-side. When a teammate moves too soon, he must hold the ball so that his own team will not be caught off-side.

He must have a perfect sense of rhythm, so that he can always make his pass in perfect cadence with the starting signal. Otherwise his team cannot possibly hit quickly.

He must constantly guard the ball, to see that no opponent or official moves it a fraction of an inch in the wrong direction. In football an inch is often as meaningful as a

Stance. One of the first things to master is a stance which will enable the center to carry out his assignments to best advantage. This is not always a simple matter.

First, he must decide the distance behind the ball at which to place his feet.

If he gets too close to the ball, he may not be able to sweep his arms strongly enough to impart speed to his pass.

If he gets too far behind the ball, the sweep of his hands may be too long; not giving him time enough to release the ball and concentrate on his blocking assignments.

I would say that the center should line up about as close to the ball as



he can without making it difficult to deliver a fast, snappy, accurate pass to the deepest back in the formation.

The stance may vary with different formations, but it must always be exactly the same for each specific formation.

Other things being equal, it is preferable to advance the foot which is nearer the strong side of the formation. This is not imperative, however. Usually a right-handed passer will want his right foot forward regardless of whether the formation is right or left.

In any light, the feet must be spread wide enough to enable the man to pass the ball unobstructedly to any of the rear backs.

I think most centers are inclined to spread their feet wider than necessary and too wide for the most efficient execution of their blocking assignments. Most men are also inclined to raise their hips too high.

The center should take a position closely approximating that of any other lineman who must block in the line or pull out quickly and efficiently. The hips should be raised at about shoulder height, with the knees wide enough to permit the elbows to swing through on the pass.

LOOSENING-UP EXERCISES

Since a looseness of the hip and leg joints simplifies the stance, most men will find certain loosening-up exercises beneficial as a preliminary to the day's practice.

The center should warm up first with a series of squats, dropping the hips lower and lower until they loosen up without inducing strain on the knees or thighs. •

Still in a squatting position, the athlete should next shift his weight over one foot and then over the other. Then, with his feet well spread, he should bend his head and shoulders downward, thrusting his hands and elbows back between his legs.

He should develop the ability to place his hands flat upon the ground without bending his knees while standing with his feet spread about the width of his shoulders. In limbering up each day, he should try to come as near to doing this as possible.

He should then squat in a passing position, draw his elbows back between his knees, and spread his elbows. He should force his knees as wide apart as possible, thus spreading the arch through which he must pass the ball.

Passing. The center's first and, by all odds, most important assignment is to make a perfect pass to the back who is to receive the ball.

Regardless of how superior a center may be in the other departments of play, his actual game worth is usually measured by his worst pass. Many a center has starred on defense and done an outstanding job of blocking, yet lost the game through one bad pass.

Good passing requires more than accuracy and precision. It requires feel and thorough familiarity with the plays and blocks. The center must make an infinite variety of passes, and every one must be perfect.

IMPORTANCE OF DELIVERY

The speed and confidence with which the backs start, whether they hit the line high or low, and the precision of their ball-handling, depend on how the ball is delivered from center.

Every play and every back may require a special type of pass; and the center must know and be able to satisfy these individual idiosyncracies of speed, height, lead, etc., with perfect accuracy on every play.

In other words, the center must feed the receiver with such precision that he takes the ball in stride, scarcely being conscious of it.

Although, as a rule, we use the spiral pass, I have no preference for it over the end-over-end, provided the center can handle the latter with equal speed and precision.

Indeed, there are certain advantages to the end-over-end. For instance, by turning the laces to the right or left, the center can always make sure the laces will arrive in the hand of the kicker or passer in the best possible position to get the ball away quickly and accurately.

However, the end-over-end has two disadvantages. Most boys cannot (1) deliver it to a kicker with sufficient speed, and (2) make the pass without first lifting the ball off the ground.

The spiral pass simplifies the teaching problem considerably.

Any boy who can throw a forward pass can learn to center the ball. Exactly the same grip and the same motion are used. The only difference is that in passing from center, the athlete stoops over and throws the ball back between his legs.

The other hand is placed on the ball merely as a steadying influence. In fact if the man can handle the ball without touching it with his other hand, it is perfectly satisfactory for him to do so. Some of the best centers have handled the ball entirely with one hand. The average center, however, will have to employ both hands.

The passing hand should be under the forward point of the ball, with either the fingers or the thumb on the laces. The wise center will ask the referee to put the ball down in such fashion that he will be able to apply his grip without moving or turning it.

The grip should be exactly the same for every pass, regardless of the type of play, and there should be no telltale movement or peculiar hand or finger position which might indicate the nature of the play or the moment at which the pass will be initiated.

Just as in forward passing, the fingers of the passing hand should be well spread. The steadying hand should rest very lightly on the ball, preferably with only the tips of the fingers touching it, with the thumb very close to the thumb of the passing hand, about a half-inch from it.

For an end run, the matter of lead is quite important. Without a sufficient lead, the ball-carrier can't get away to a fast start.

The center should gradually increase the lead he gives each back on flank plays until he is compelling that back to move at his greatest speed to take the ball.

At the same time, he must be careful not to make the reception difficult or compel the back to concentrate on it. The receiver must take the ball in stride in order to start with greatest efficiency.

On direct passes to a line bucker, it is of vital importance to deliver the ball low and with sufficient lead to enable him to start low, at full speed, and with perfect confidence.

PASS FOR SPINNERS

On spinner plays and reverses, the ball usually should be delivered to the ball-handler in the neighborhood of his knee on the side toward which he will first step, fake or spin.

On most plays, the ball should not be thrown unnecessarily hard. The timing should be achieved by the lead and height of the pass.

On spinner plays, however, the ball must be delivered quickly so that the ball-handler will be ready to give it or pretend to give it to the next back. Hence these passes should, as a rule, be executed with greater speed.

Various forward passes will re-(Continued on page 62)

















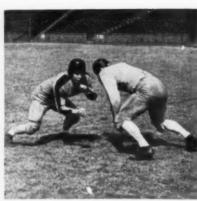
PASSING THE BALL



Offensive

LINEL

















• SHOULDER CHARGE (Above). Blocker establishes contact with head, neck and shoulders. Keeping head up, tail low, and feet well apart, he drives upward with short choppy steps, maneuvering opponent laterally away from the play.

• CROSS-BODY BLOCK (Below). Lineman gets close to opponent and throws body across latter's thighs, catching him with the upper trunk on one side and knee on other. He sticks close by supporting himself on hands and feet.













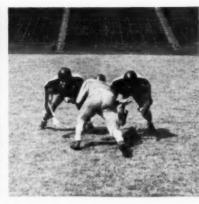




LAY

Defensive

















● DOUBLE COORDINATION CHARGE (Above). Player drives between offensive opponents, hitting far opponent with both hands and swinging opposite hip into other. He twists at waist and fights his way through. Effective for guards.

• LUNGE CHARGE (Below). From a four-point stance, the lineman lunges low and hard through seam, driving legs forward powerfully, never retreating, getting down on all fours if necessary. Particularly effective goal-line stunt.







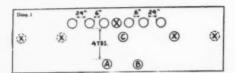


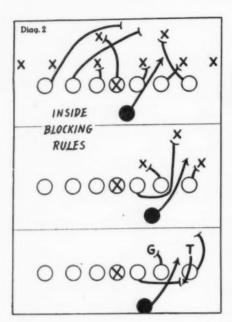


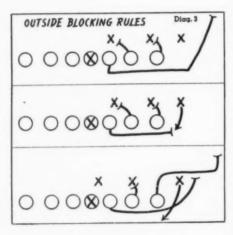


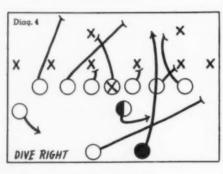


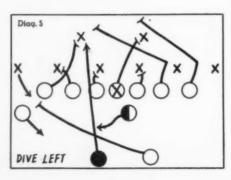












Rip Engle's WINGED "T"

by WALTER H. HELLMANN



RIP Engle, whose Brown team gained more yardage against the Army in 1944 than any other opponent,

disclosed the secrets or his Winged T at the University of Connecticut Coaching School last summer.

According to Engle, the Winged T is a combination of the T, the single wing and the flanker offense.

On offense, Brown lines up in a balanced line with the guards and tackles about 6 to 8 inches apart and the ends split from 12 to 24 inches from the tackles.

The backs are lettered instead of numbered as in most systems. The quarterback or C back stands sideways behind center with his right foot just back of the center's right heel and his left foot about two feet from the right foot and slightly to the rear of the latter.

The back of the right hand is placed against the center's upper right thigh just below the crotch. The left hand is held just below the right with the heels touching.

When passing the ball to the C back, the center turns the ball so that it is parallel with the scrimmage line when it reaches the C back's hands. The center may hand the ball to the C back or he can pass it through his hands to the A or B back or to the X back in motion.

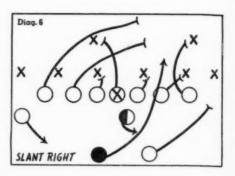
The A back is 3½ to 4 yards behind the ball and slightly to the left of it. The B back is even with the A back and behind his right tackle.

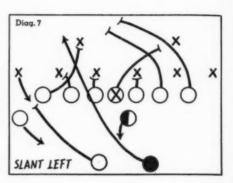
The X back is a free lance. He may line up at either wingback post or become a flanker on either side. On some plays, he is in motion. Engle regards him as his most versatile back. He can take the ball on end runs, off-tackle plays or reverses. He goes down on passes and can pass also. He traps defensive linemen on delayed plays and also calls the signals. (See **Diag. 1**).

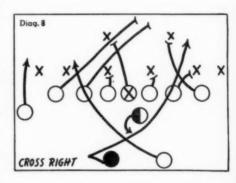
The Brown offense is based on three backfield maneuvers, the Dive, the Slant and the Cross.

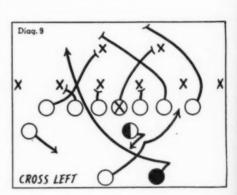
The Dive is executed by the C back handing the ball to either the A back straight through left tackle or to the B back straight through right tackle (Diag. 4-5).

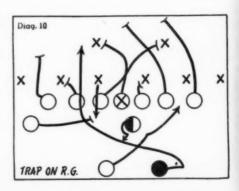
The Slant is a buck by the A back (Concluded on page 20)











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FOOTBALL EQUIPMENT

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The WALDORF

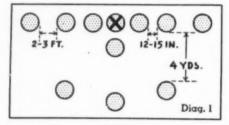
T

by FLOYD B. SCHWARTZWALDER

X

ONCE a staunch disciple of the single wing, Lynn Waldorf is now a T man. His conversion dates back

to mid-October of 1944. One day after re-assaying his personnel, he discovered he didn't have a single left halfback who could both pass and run. But he did have a passer who couldn't run, and a runner who couldn't pass.



The T seemed the logical answer. It was easy to teach, the non-running passer could be nicely deployed at quarter, and the non-passing runner could fit in at any of the three other positions.

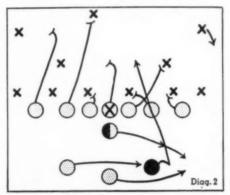
After installing the T, Waldorf found that the boys liked it and made a special effort to make it go. In time the affable Northwestern coach (now at California) began to like it himself. It fascinated him. Today, while he still prefers the single wing for passing, he's all for the T.

"It may be a temporary aberration or a permanent illusion — I don't know."

In the Waldorf T (Diag. 1), the guards line up close to the center; tackles are split 12-15 inches; and the ends out 2 to 3 feet. The halves set up 4 yards directly behind the tackles, while the full plays behind the quarterback with his toes on line with the halves' heels.

The quarterback places his right hand tightly up against the center's crotch; with the heel of his left hand 3 inches beneath. Either foot may be back, depending upon the type of play. Sometimes the feet are nearly even. On straight handouts, the foot opposite the direction of the play is usually back. On reverse spins, the foot opposite the direction of the spin is usually back.

The linemen assume a high preliminary stance with their arms resting on the thighs. On a signal



from the quarter, they drop to a tripod stance. Occasionally, however, they will charge direct from the high stance. The faster linemen are placed at tackle rather than guard.

The backfield men line up with hands on knees and rump low. They push off with a hand pressure on the knee of the non-leading foot.

Diag. 2 outlines Waldorf's breadand-butter smash inside tackle.

The right end takes a short step with his right foot, hits fast with his right shoulder, and stops the defensive left tackle's momentum. The right tackle goes fast and smacks the guard in. The right At the Edinboro Coaching School sponsored last summer by the High School Coaches of Western Pennsylvania, Lynn Waldorf dwelt extensively on the mechanics of his old single wing and his new T formation. His lectures were covered in great detail by a special Scholastic Coach reporter, Floyd B. Schwartzwalder, a fine college coach in his own right (Muhlenberg). The first part of Mr. Schwartzwalder's report, on the Waldorf single wing, appeared in the November issue. The second, on the Waldorf T, is presented herewith.

guard scoots over for the defensive fullback, taking him inside-out if possible. The center goes straightaway to cut the defensive center off at the cross-roads.

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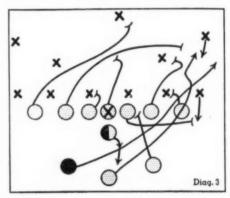
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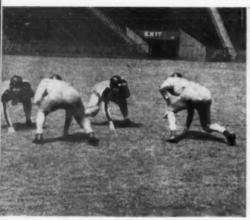
The left guard steps with his left foot at an angle and hits the op-

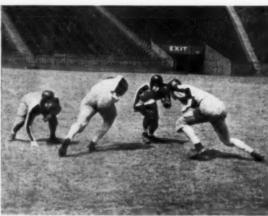


posing guard with his left shoulder. The right half head-fakes and body-twists to the right, and drives in for the hand-off, favoring the inside of the hole.

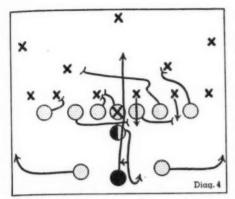
After giving the ball to the half, the quarter fakes a toss-out to the left half.

The offensive linemen, usually the tackles, call out the defense as they line up over the ball, restricting the call to their side of the line. They are responsible for blocking variations.





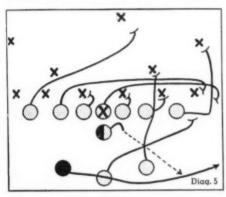




If the defensive left tackle is playing in too far, the assignments are switched as follows: The offensive tackle blocks the enemy tackle out, the guard blocks the opposing guard in, while the end swings around his tackle for the near line-backer. The right-half (carrier) now favors the outside of the hole.

Diag. 3, a consistent gainer, was run 10 times against Illinois in 1945 and averaged 8.2 yards!

The left tackle slants across shallow and drives the defensive



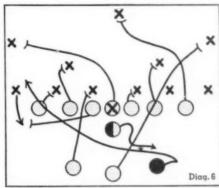
left half to the outside. The quarter steps with his right foot somewhat deeper than usual. He fakes with his open left hand to the right half, then uses a two-hand feed to the left half, who angles inside end.

The right half drives into the defensive left guard with his shoulder to cut him off; while the full-back leads the play, helping on the defensive full if necessary.

Diag. 4 outlines a sleeper Waldorf

picked up from the Chicago Bears. The quarter turns right and starts back as if to pass, carrying the ball high.

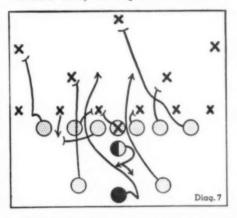
The fullback delays two counts



and takes the feed from the quarter's right hand. The halves race to the outside, looking back for a pass from the quarter.

Diag. 5 delineates the well-known pitch-out. The right end turns out five yards and goes upfield for the defensive half. The center and left tackle take two steps ahead, then cut behind the defensive line for inside cut-off blocks on sifting linemen.

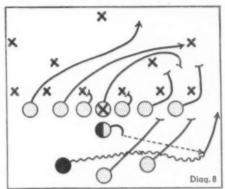
As the full slants on to the defensive end, the quarter fakes a



hand-out to the right half and pitches the ball to the left half going wide.

Diag. 6 illustrates a cross-fire that goes well with the off-tackle play.

The quarter turns right and fakes a hand-out to the full off tackle. He then gives the ball to the right half, using the right hand. The



right half twists to delay, then slants outside the defensive right tackle.

Against a five-man line, the left tackle takes the defensive right tackle in, while the left end goes through for the outside backer-up.

Diag. 7 shows another cross-fire, involving a fake to the right half one way and a feed to the full going behind the quarter.

The quarter turns right, fakes a hand-off to the right half, then delivers the ball to the full with his right hand. The full delays with a body twist and drives between the defensive right guard and tackle. The left half leads the play, taking the backer-up.

Diag. 8 shows a toss-out to the left half in motion. Waldorf employs this play early each game to condition the defensive left end, full-back and half.

The motion man (left half) cir-

CROSS BLOCKING: This highly effective blocking device is a handy tool with which to wipe out toughly situated linemen. As you'll note in the first picture, the defensive linemen are playing almost head-on with the offensive men, making them tough to be taken with a straightforward charge. The cross-block solves the problem neatly. The offensive linemen pivot toward each other and, keeping low, drive into the opponents diagonally. They hit the opponents unexpectedly from the side—the best and easiest type of blocking there is.









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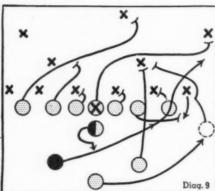
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cles back as he reaches a point on line with the defensive left end in order to be in position to take the ball easily with full vision of the passer and ball. The depth makes it a safer pass and presents a constant threat to the defense.

Waldorf uses a Ready Set—Let's Go—Hike—1, 2, 3, 4, etc. The left half starts his motion on the "Go." The play works best with 3 as the snap signal.

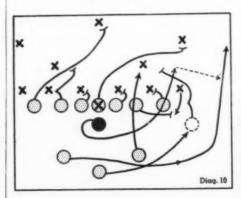


Diag. 9 outlines a play Waldorf adopted in 1945, after seeing Cody of Purdue make big gains with it.

The fullback flanks the right end three and a half yards, a yard behind the line. The right tackle comes out shallow on the defensive left end, opening the seam with a shoulder block and a vicious followup.

The flanker fakes at the end to set him up for an inside-out block by the tackle, then takes the defensive full in. The right half drives inside the defensive tackle to pull him and the defensive full inside; then drives head on into the full to set him up for the block by the flanker.

The quarter sets up with his right foot back. Upon receiving the snap, he spins left and hands off to the left half, who slants inside the

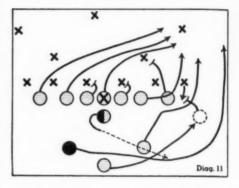


defensive end, cutting to the outside once past the line. If the defensive half comes up fast to the outside, the center rides him out and the left half cuts back.

Diag. 10 outlines a bootleg to the strong side which keeps the pressure on the defensive left end and fullback, and which ties in well with Diag. 9.

If the defensive left end smashes, the right tackle hits him with a cross-body block and the quarter laterals to the left half before crossing the line. The flanker (fullback) fakes at the end and takes the defensive full in.

The quarter spins left and fakes a hand-out to the right half with his left hand. He then races behind the half angling through the hole between the defensive end and tackle. When pressured by an opponent, he laterals to the trailing left half, who has gone wide five yards outside the defensive end.



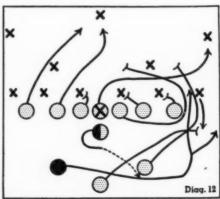
Diag. 11 depicts a toss-out to the left half with the full again serving as a flanker. This one will "go" when the inside plays are being stopped by a tight, converging defense.

The right tackle swings out along the line and turns up for the defensive left half. Meanwhile the center, left tackle and left end angle to the right for cut-off blocks. If the defensive left end waits or starts wide, the flanker takes him. If the end smashes, the flanker goes down-field and lets the right half pin him.

The quarter spins left and tosses to the left half wide to the right.

Diag. 12 outlines a toss-out to the left half with an optional run inside the defensive end or out wide.

The fullback takes the end out if he floats, in if he smashes. The





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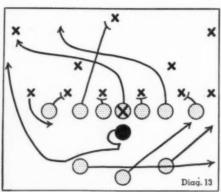
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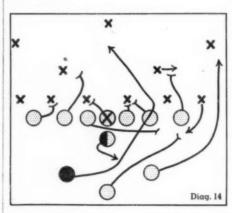
quarter spins left and tosses quick to the left half, who observes the fullback's block on the end and reacts accordingly.

Diag. 13 is a quarterback bootleg to the short side which keeps the defensive right end honest.



As the right half and full fake a smash to the right, the left half goes wide and reaches for the ball. The quarter spins left, fakes a tossout to the half, then pulls the ball back and starts horseshoeing to the left.

The three backs going right usually fool the defensive center and induce the defensive right end to relax long enough to prevent him from changing direction in time to stop the play.

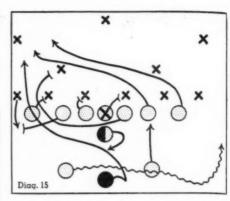


Diag. 14 depicts an inside-tackle slant by the left half. The right end pressures the tackle, then shoulder blocks the defensive full to the outside. The left tackle checks the defensive right guard one count and goes for the defensive center.

The quarterback spins left and hands off to the left half who has taken one step to the right before cutting sharp. He drives through the hole, favoring the double team (right tackle and guard on defensive left guard).

Diag. 15 is a counter with the left half in motion that Waldorf remembered from his 27-20 tussle with Notre Dame in 1942.

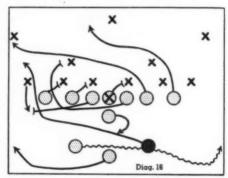
The right guard pulls to lead the play, taking the defensive center. The left tackle pulls to trap the

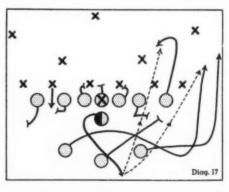


end. Meanwhile the left half is in motion. The quarter turns right, fakes a hand-out with his left hand to the right half, then steps back and gives the ball to the full. The latter, after delaying with a body twist to the right, drives inside the defensive end.

Diag. 16 represents one of Waldorf's best motion counters. On the snap, the full starts wide to the left. The quarter spins right and hands off to the right half who carries inside the defensive end.

Now for some Waldorf salad—a series of forward pass plays.





In **Diag. 17**, the line waits for the defense to show, the tackles dropping back a step and riding out the defensive tackles.

The right end finds a soft spot behind the defensive full and hooks back inside. The right half goes laterally 22 yards outside his own end, then turns up to keep the defensive half deep.

The left half circles in and reaches for the ball, then angles back five yards behind the line and

(Continued on page 42)

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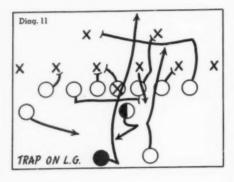
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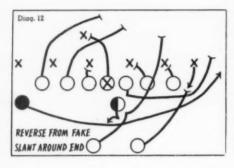
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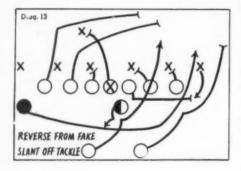
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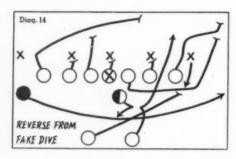
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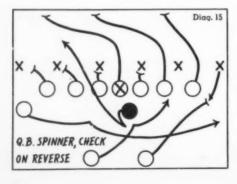
(Continued from page 12)











through right tackle or the B back through left tackle (Diag. 6-7).

The Cross is simply a variation of the old crossbuck with A or B faking across to the opposite side and the other back taking the ball on a crossbuck. Traps are often used in the crossbucks (Diags. 8-11).

On the outside plays, the X back may take the ball while in motion, for an end run or off-tackle play; or he may get it from the C back after fake bucks by A and B.

If A or B are good runners, they may also take the ball on direct passes for end runs, off-tackle plays and passes.

Engle has some simple blocking rules for his linemen, so that on all bucks inside the tackles they have the same set of assignments. A similar set of rules is used for outside plays. This system enables the team to have a wide variety of plays with few blocking assignments.

The rules on inside plays are given by the tackles and are usually word signals. The same set of blocking assignments is used at the hole whether the play goes through the left or right side.

Three types of blocking involving end, tackle and guard are used. Diag. 2 illustrates the three types of blocking for inside plays. The men on the opposite side check any man who is head on and then go through for the secondary.

On outside plays the rules are as follows (Diag. 3):

1. The end takes in the second man from the end, except against a 5-man line, when he takes the end man and goes for the halfback.

2. The tackle takes the first man inside him.

3. Guard pulls for interference.

4. Center takes nearest man headon if a 5 or 7, otherwise he goes through.

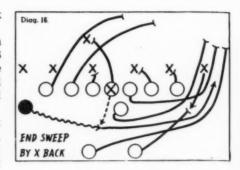
Weak-side men block as on inside plays.

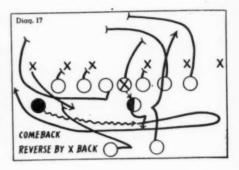
Engle's offensive plays are shown in Diags 4 through 19.

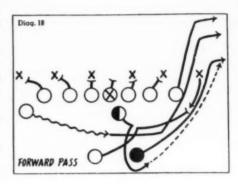
On defense, Engle plays his ends loose, particularly against a floater. The end goes out with the floater, but does not cover him deep on passes. If tackle covers outside, the line-backer takes the inside. If the tackle covers inside, the backer takes the outside.

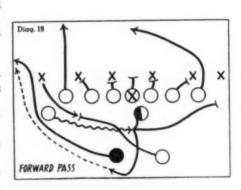
Engle also loops his line in certain situations, the men looping to a spot one and a half spaces from the starting point. The backers-up compensate by shifting opposite the loop.

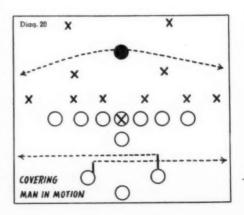
A novel way to cover a flanker to either side without upsetting the rest of the defense is shown in Diag. 20.

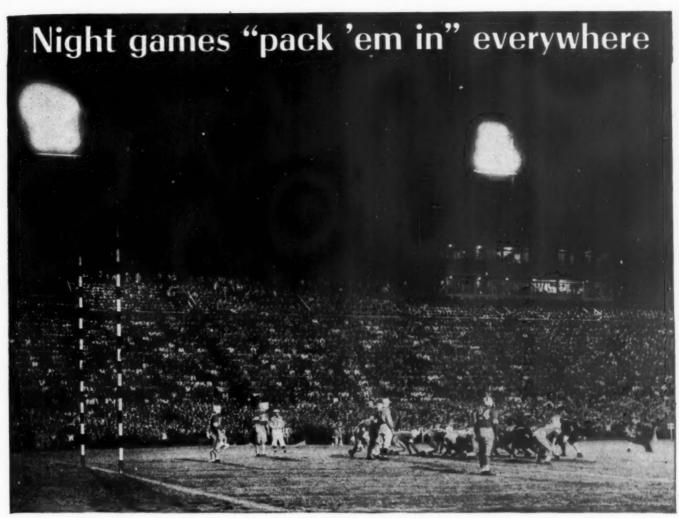












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Rate Your Backfield!

by GEORGE R. HOOVER

PICKING the starting backfield isn't always a simple proposition. Especially where you have large turnouts and limited veteran personnel.

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After captaining the Goshen (Ind.) High School football team in 1943, George R. Hoover spent two years with the 65th Infantry Division, winning the Silver Star for bravery in action. At present he is majoring in physical education at Kalamazoo College.

an effective aid in screening the backs and in checking their performances from week to week during the season.

The backfield positions are divided into three groups: quarterbacks, halfbacks, and fullbacks. Each group is rated separately in 16 departments of play (as listed in the accompanying table).

The first step is to figure the "Strength of opposition" factor. It (Concluded on page 44)

Factors Involved in Determining Ratings		Quarterbacks			Halfbacks			Fullbacks			
		Flowers	Stanski	Ferris	Reed	Nawrot	Shopoff	Elliot	Galbraith	Sievers	Hoover
1	Net yards gained	19	³ 17	20	39	3 29	14	33	4	3	14
2	Ave. yards gained	3.8	3 2.1	10.	4.3	3.6	5 3.5	4.7	¹ 2.	1.5	³ 1.
3	Fumbles	2	3 3	1 X	1	2	3 X	1	X	X	X
4	Passes completed	1	2 X	² X	X	X	X	X	X	X	1 X
5	% passes completed	50%	X	2 X	X	X	X	X	X	X	X
6	Yds. gained passing	7	2 X	2 X	X	X	X	X	X	X	X
7	T.D. on passes	X	X	X	X	X	X	X	X	X	X
8	Passes caught	X	1 X	1 X	X	X	X	X	X	X	X
9	Passes intercepted	2 X	1	2 X	1	² X	² X	² X	3 X	1	2 X
10	T.D. scored running	2 X	1	2 X	2 X	X	1	2X	X	X	X
11	T.D. set-up, scored	X	1 X	1 X	1	² X	X	2 X	X	X	X
12	Punting average	36	X .	X	X	21	² X	² X	1 X	X	X
13	Ave. return of kicks	16.5	10	3 X	X	X	X	X	X	X	X
14	Point after T.D.	X	1 X	1 X	1	² X	2 X	2 X	X	X	X
15	Field goal	X	X	1 X	X	X	X	X	X	X	X
16	Strength of oppos.	15	15	15	15	15	15	15	15	15	15
то	TAL POINTS	35	41	38	34	38	44	37	31	32	33
Fac	ctors participated in	9	7	3	7	5	4	4	3	4	3
Plo	lying time factor	5.5	5.	8.	5.	5.	6.	5.	4.5	6.	8
Inc	lex of proficiency	21.5	29.5	101.6	24.5	38.	66.	46.5	46.4	48.	88
RA	TING	1	2	3	1	2	5	3	1	2	3





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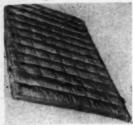


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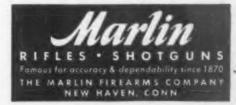
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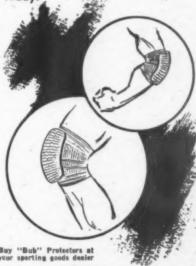


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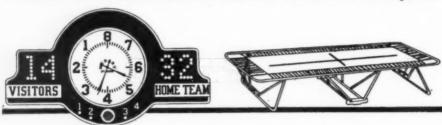
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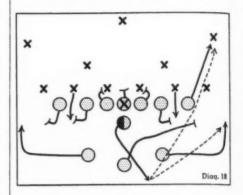


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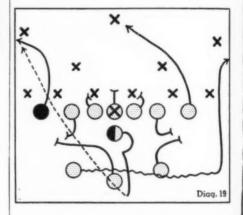
(Continued from page 18)

cuts up-field 12 yards outside his own end. Upon reaching a point six yards down-field, he looks for the ball.

The quarter turns left and runs back seven yards. As he sets, he looks for the defensive full. He passes to the right end or left half, depending on whom the full covers.



Diag. 18 outlines a streak pass to the right end. As the latter streaks at the defensive half, the halfbacks flare outside 12 yards beyond their ends and turn up. The quarter drops straight back and watches the defensive left half, passing to the right end or right half depending upon how the defensive half commits himself.



Diag. 19 is a reliable Waldorf favorite along the left sideline. The left half goes in motion 15 yards outside his end, then drives down deep and out. The right end streaks at the safety.

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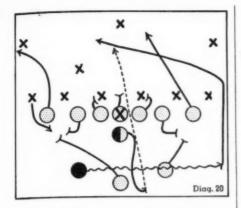
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The left end banana curves down, short and to the outside of the defensive half. He reaches back for the pass in order to put his body between the ball and the defensive half. If the latter is too close, the passer throws the ball out of bounds.

After using this play, Waldorf comes back with what looks like the same play. This time, however,



the passer fakes the throw and the receiver fakes his preparation. This usually pulls the defensive half up fast to cover.

The left end then quickly turns down-field outside the half and takes the pass over his right shoulder. The quarter delivers the ball with a lead as soon as the end starts out down-field.

Diag. 20 shows another long pass combining the same idea of three receivers in two zones.

The left half goes in motion five yards outside his end and sets until the ball is snapped. He then races straight down five yards beyond the line and slants left between the safety and defensive right half.

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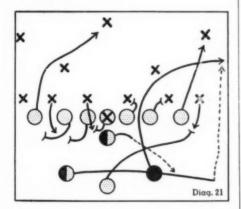
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The right end streaks straight at the safety to freeze him, while the left end takes the defensive half away with the banana curve previously described.



Diag. 21 outlines a flat lateralforward pass. As the two ends
streak at the safety and defensive
left half to freeze them, the quarter
makes a poor fake to the right half
so that the defensive full won't
tackle the charger. He then tosses
out to the left half, as the right
half clears the hole and cuts sharply
five yards to the right.

Notice that the center and the guard and tackle on the weak side come back to make their blocks, while the strong-side guard and tackle take their men on the line of scrimmage. The fullback blocks the defensive left end.



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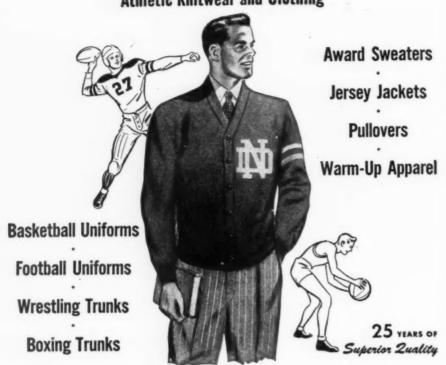
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Rate Your Backfield!

(Continued from page 22)

is done by dividing the total number of points scored against the opponent to date by the number of games they have played. This quotient, or point average, is scaled and given a corresponding numerical value, as follows:

STRENGTH OF OPPOSITION SCALE Point Average Value 0-10 20 11-20 15 21-30 10 31-up 5

The correct value is then entered in its proper place on the Proficiency Chart.

Second step: Take the statistics of the game and place them in their respective squares on the chart. Any factor that is not participated in should be marked with an x. After this is done, the players are scored 1, 2, and 3 according to their relative strength in the factor.

For example: Quarterback Ferris has 20 net yards gained, Quarterback Flowers has 19 net yards gained, and Quarterback Stanski has 17 net yards gained. These players are scored this way: Ferris 1, Flowers 2, and Stanski 3. The scores are placed in small numbers in the upper left-hand corner.

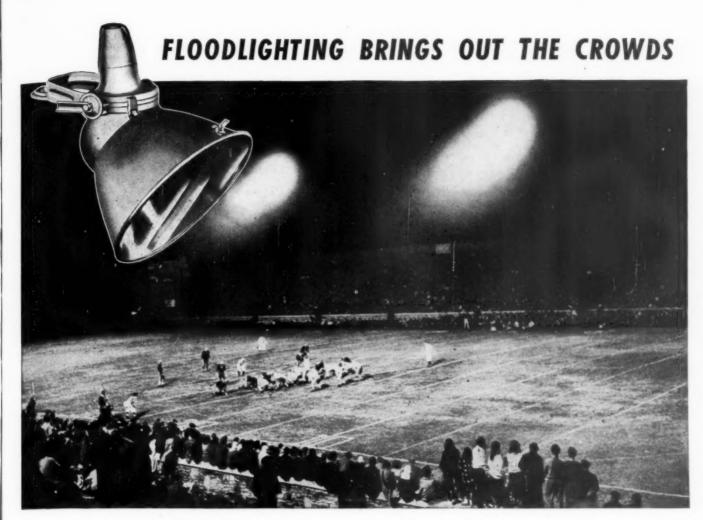
When there are more than three players to be scored in any one position, the scores will run 1, 2, 3, and 5.

The third step is to determine the "Playing time factor." It is done much the same as the "Strength of opposition" factor. The amount of time, in minutes, a man plays is scaled and given a corresponding numerical value, as follows:

	PLAYING TIME	SCALE:	
Minutes	Values	Minutes	Values
60-56	2.5	29-25	5.5
55-50	3.	24-20	6.
49-45	3.5	19-15	6.5
44-40	4.	14-10	7.
39-35	4.5	9-5	7.5
34-30	5.	4-0	8.

Fourth Step: Add the small numbers in the upper left-hand corner of each square to the "Strength of opposition" factor, and place the sum in the square labeled "Total Points."

Using the "Factors participated in" as the divisor, divide this sum. Then multiply the quotient with the "Playing time factor." The resulting product is the "Index of proficiency." The players are then rated 1, 2, 3 starting with the lowest Index of proficiency, 1, and working up. The man who is rated 1 was the best all-around offensive backfield player during the game in his particular position.



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by GILES F. LIEGEROT

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The Decathlon is a fundamentally sound program. But it is not, at present, being exploited to its fullest potential. The trouble is, no two Decathlons are alike. The events are so varied and the scoring so inconsistent, that the Decathlon remains a strictly individual school affair.

What a tremendous boon to the country's schools it would be if some sort of standardization could be effected!

It is with this thought in mind—the standardization of the Decath-lon for exploitation on a national scale—that the following suggestions are made.

If universality is to be the keynote, the first consideration should be the type of event to be offered. The Decathlon must embrace every type of physical activity.

The task of selecting ten events offering enough variance to permit all types of boys to participate with a chance of excelling in at least a few, is admittedly a tough proposition.

The author submits the following list for approval. They have been employed for the past three years in high schools ranging in enrollment from 77 to 221 boys.

- 1. The 100-yard dash.
- 2. The 880-yard run.
- 3. The military push-up executed with rigidity of trunk and legs from full relaxation on the floor to full extension of the arms.
- 4. The rope climb, 20 feet from floor to top support or mark to be attained.
 - 5. The high jump.
 - 6. The broad jump.
 - 7. The 12-pound shot put.
- 8. The standard 10-inch softball throw for distance.
- 9. The standard basketball free throw.

10. The football pass for accuracy through a 36-inch ring from a distance of 45 feet.

It will be noted that track and field, football, softball, gymnastics, and basketball are represented by the most feasible measurable devices possible. Also, that every type Giles F. Liegerot is a member of the department of physical education at Christian Brothers School, Sacramento, Calif.

of general activity is offered:

The dash employing speed; the run for endurance; the push-up and rope climb for big muscle development of the arms and shoulders; the two jumps catering to the fundamental jumping urge of all animal life; the shot put for bodily coordination and muscle development; the softball throw for the throwing urge; and the football pass and basketball free throw for coordination of eye, mind, and body.

Consider, secondly, the cost of equipment and the availability of facilities. Nearly every needed facility is either available in the average school or easily procurable. All are usable in other fields of activity, except for the ring for the football pass, which may be constructed of cast-off materials at minimum expense.

The third consideration is the manner of conducting the program and the methods of instruction. The author believes that as much competition as possible should be incorporated into the events to whet the natural competitive instincts of the participants. The students should also be segregated into as many ability classifications as possible.

Here in California the students are classified according to exponents of weight, age, and height. All competition is conducted within these classifications.

ALL BOYS CLASSIFIED

The author follows a program that may easily be adapted to any situation. At the start of the school year, all boys enrolled in physical education are measured and classified according to the Northern California Interscholastic Federation indices.

Then, without preliminary instruction, the boys are tested in the ten events. This establishes an initial score as a basis of comparison for future improvement.

During the school year, instruction and practice are given on a general level. Near the close of the school year, we display the awards (small bronze medals) to be pre-

(Continued on page 48)

NO "ICE BOWL" LEGS FOR HIM! LES INTO THE GAME



Legs warmed up-ready to GO at the first signal from the coach! Into the game FASTbecause his legs can go into action FAST! Every coach knows what that means toward winning a game. THE PLAYER SNuggIEnews this 1947 football season—keeps his legs warm, yet free to move at a second's notice! He zips into, or out of the Player SNuggIE in a flash! Available for this 1947 season—as standard equipment for your team!

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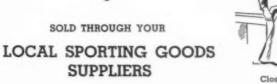
SUPPLIERS

Columbia's team pictured using Player SNuggIES.





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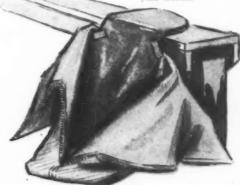
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For those team members who are far advanced, we suggest the Winchester Model 75. Recommended for beginners in target competition. Weighs approximately 8 lbs. 10 ozs. It's equipped with micrometer precision sights and adjustable leather gun sling. Moderate in price.





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A testing period is then set aside during which every boy will again be put through the ten events on a competitive basis to establish his final score for the year. School records are kept in the same manner as for other sports, adding considerably to student interest.

Last and most important is the manner of scoring. The author has evolved a scoring system which has been employed very successfully for three years. The system is predicated on two things: (1) an approximate maximum point total for each event, and (2) a minimum effort below which no points are awarded. The maximum point total (for each event) is 80.

The scoring of each event is presented and discussed individually.

100-yard dash. Minimum performance in order to score points—17.5 sec. One point scored for each tenth second recorded under the minimum. (Example: An 11.1 sec. performance represents 6.4 sec. under the minimum; hence, it scores 64 points.) A 9.5 sec. effort is necessary to score the maximum 80 points.

880-yard run. Minimum effort to score points—4 min. One point scored for each 1½ sec. recorded under the minimum. An effort of 2 min, is necessary to score the 80 points.

Push-up. Two points scored for each legitimately completed push-up as described.

Due to the nature of the event, no minimum effort is established. According to the best available evidence, 40 completions represent the maximum possible performance for high school boys.

Rope climb. Minimum effort to score points—32 sec. One point scored for each ½ sec. recorded under the minimum. An effort of 5.4 sec. is necessary to score the 80 points.

About 15% of your boys will probably be unable to completely ascend the 20-ft. rope in their first try. With constant practice, however, about half will be able to do it by the end of the school year.

High jump. Minimum effort to score points—3 ft. One point scored for each ½ in. over the minimum mark. An effort of 6-4 is necessary to score the 80 points.

Running broad jump. Minimum effort to score points—10 ft. One point scored for each 2 in. over the minimum. An effort of 23-4 is necessary to score the 80 points.

12-lb. shot put. Minimum effort to score points—15 ft. One point scored for each 6 in. over the mini-

mum. An effort of 55 ft. is necessary to score the 80 points.

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Softball throw. Minimum effort to score points—70 ft. One point scored for each 3 ft. over the minimum. An effort of 310 ft. is necessary to score the 80 points.

Free throw. One point scored for each successful try in 80 attempts. While a perfect score of 80 points appears highly improbable, the author has had one boy chalk up 69 in a row and another make 72 out of his 80 tries.

Football pass. One point scored for each successful pass in 100 tries. While here again, a perfect score (100 points) seems highly improbable, a score of 80 appears a reasonable maximum. The author has had one boy score 69 points.

COMMON DENOMINATOR

The standardization of the Decathlon on a country-wide scale would, naturally, be of inestimable value, offering as it would a physical testing program which every school would have in common.

The publication of records from any area would thus have immediate significance to everybody. For example, the incredible achievements of Glenn Davis in the West Point testing program received wide publicity. But how many high school students had any conception of the import of Davis's score?

Consider the value of a standardized decathlon to the boy himself. Every boy, regardless of body type and physical training, possesses a fundamental urge to excel in some form of physical endeavor.

The proposed Decathlon conducted within the classifications stipulated by the California Interscholastic Federation, offers the most inclusive field possible for a competitive program of physical development.

Each boy will strive to attain the highest possible score, if only for his own satisfaction. Then, too, the Decathlon will satisfy his urge to outdo his mates or members of other schools or groups.

Progressive administrators could stimulate the team motif by setting up average and total scores between classes or groups. Further stimulation is possible by comparing scores with neighboring schools, and working up to district and state-wide competition.

Further up the lader of organization could come the selection of top scorers in the state or district, and honoring them with suitable recognition. It would even be feasible to select the all-American top scorer.



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JUNE "Pe	ersonal Social Adjustment"
SEPTEMBER "H	ealth and Medical Advice"

by DR. HENRY F. DONN

THE transition from childhood to adulthood is a period of rapid and revolutionary development involving a considerable amount of physical, mental and emotional strain.

New interest, new companions and new activities present a constantly shifting series of challenges. Although only a small percentage of adolescents become so mentally ill as to require hospitalization, the majority of normal high school boys and girls develop many emotional problems that call for sympathetic understanding and guidance.

Unfortunately many high school students have the wrong conception of what is involved in growing up. In their eagerness to assume the privileges and responsibilities of adulthood, too many succumb to adult vices and strain-producing activities which, in time, lead to social maladjustment.

Schools can aid in teaching students what is socially right and in providing opportunities to practice these knowledges.

HABITS

1. Practice habits of hygienic living to the best of your ability.

2. Seek information relative physical, mental, moral, and social problems from reliable and trusted

3. Develop a proper sense of values in daily social contacts.

4. Participate in social activities.

5. Abide by the rules and regulations of home, school and community.

6. Devote leisure time to wholesome physical and mental activities. 7. Be companionable with both

sexes. 8. Accept responsibilities at home,

in school and in the community. 9. Face the realities of life in a normal manner.

10. In social relationships, be hon-

This is the ninth of a series of articles on the constituents of a personal hygiene course for high school boys, by Dr. Henry F. Donn, physical education instructor and basketball at Weequahic High School, Newark, N. J.

est, loyal, helpful, friendly, courteous. kind, and cheerful.

PERSONALITY AND SOCIAL ADJUSTMENT

Personality involves many qualities, some of which are innate and others of which are acquired.

1. One may mature in certain aspects of personality and remain a child in others.

2. Friendliness, thoughtfulness, tolerance, and a spirit of cooperation are aspects of behavior which tend to make a pleasant personality.

3. The whole course of our life and especially of our education aims at developing personality to the fullest.

4. The basis of all personality is individuality-the fact or quality of being different.

5. No human being is entirely like another.

6. The systematizing or regulating of our individuality to a collective body of persons at home, in school, in the community, constitutes social-adjustment.

7. We impress others by means of our general intelligence, interests, behavior, speech, clothing, and physical characteristics.

8. Character is the main component of personality. The greater part of character development takes place as a result of group-living.

GENERAL SOCIAL BEHAVIOR

1. Practice in social etiquette helps you master details of behavior which enable you to enjoy the fellowship of those about you.

2. Certain situations in social-life cannot be changed; the best procedure is to accept them as inevitable.

3. A well-adjusted boy cannot be offended. He accepts honest criticism and uses it for self-improvement.

4. You can build self-confidence by acquiring skill and experience in any of the many activities in which young people are interested.

5. The ability to earn money and spend it wisely is an asset. If short of money, make up your mind to do without certain things that cost money. Modern advertising has increased our desires for material things.

6. Be not only neat and clean but appropriately dressed. People will judge you by your clothes because that is the first thing they notice about you.

7. A person is constantly being judged and appraised by the impressions he makes on others.

8. Know your physical limitations and then seek to do those things which will bring some element of success.

9. Practice all the rules of hygienic living. A sound and healthy body is a good foundation for a desirable personality, but great vitality can make a personality strong enough to overshadow even physical deformities. The list of men who achieved success and fame and left their marks upon the world in spite of physical handicaps, is long and inspiring.

10. A philosophy of life, a way of thinking of relative values, which, for most people, is based upon religion, will help you adjust yourself to critical changes in your way of living.

11. Much of life's disappointments and unhappiness result from people trying to do what is impossible for

12. Train your mind to think clearly and practically and put into use the results of such thoughts.

13. Train your mind to concentrate on what you are doing and stick to it until it is completed.

14. Develop a wide interest in leisure-time activities rather than concentrating on one to the exclusion of all others.

15. Clubs and other organizations are valuable to general social-development provided their ideals and purposes are healthful and elevating.

16. Hobbies have value for the relaxation they give and for the variety of interest they offer.

17. Ease, freedom and naturalness in society are acquired only through practice.

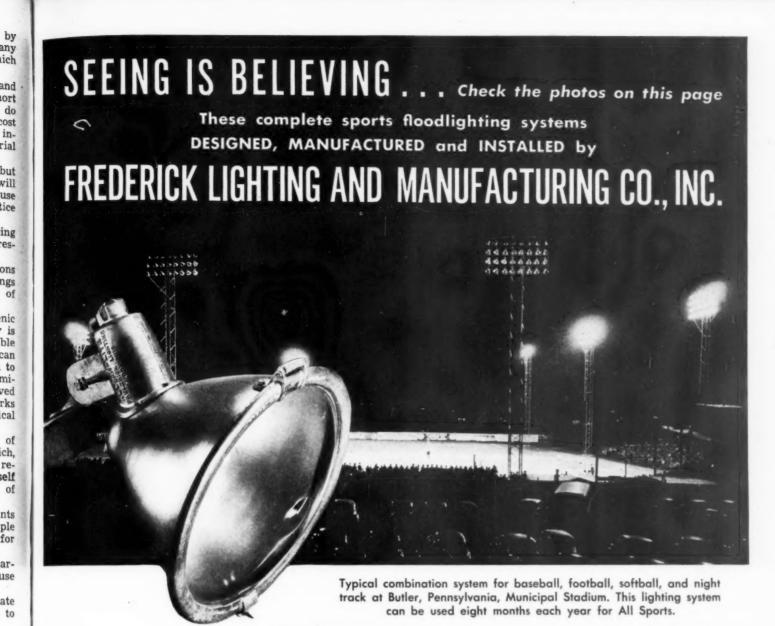
18. A talent for light, witty conversation is a valuable asset for almost any social occasion. Words should be carefully chosen and should be used correctly. Profanity is indicative of a limited vocabulary. It has no place anywhere.

FAMILY ADJUSTMENT

The relationship of parents to their children is that of persons in authority to persons subject to that authority, and this relationship almost invariably leads to a certain amount of resentment and misunderstanding.

The adolescent wants to be inde-

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(Continued from page 50)

pendent and may balk when his parents do not permit him as much freedom as he thinks he deserves. Economic conditions, lack of responsibility and emotional problems such as jealousy, inferiority, fear, and immorality are home conditions which may affect the boy. The teacher is treading on dangerous ground in offering aphorisms to boys whose home conditions are not known.

1. Personal mannerisms and habits, no matter how important to yourself, must be adapted to others in your

family.

2. Living in very close quarters with other human beings over a long period of time, may be a trying experience. Occasional irritations are bound to arise no matter how fond you may be of each other. Learn to discard these irritations as soon as possible.

3. Accept the fact that a conflict in viewpoints is inevitable between the two different generations of which you and your parents are members. People just naturally think differently as they grow older. That doesn't mean one viewpoint is right and the other is wrong, but simply that they are different.

4. Most parents make some rules they do not explain, but which their greater experience in life justifies.

5. No boy who can talk things over with his father or mother will easily

take the "wrong turn in the road." Juvenile delinquency is apt to occur in a "broken" home.

6. A successful family life is a cooperative enterprise from which each member gets something as well as

gives something to.
7. Instead of blindly rebelling against all authority, learn gradually to be independent in thinking and in controlling your own actions.

8. To be a worthy member of a successful home is a task which requires thought and a spirit of respon-

sibility.

9. The social and economic status of your family must be accepted until you can do something constructive to improve it.

VOCATIONAL ADJUSTMENT

It is often very difficult for the adolescent to make a decision regarding his career and the training necessary to prepare him for it. Parents and teachers should be patient, and should guide rather than push him into the right channels. Intelligence and vocational aptitude tests will aid in this matter.

1. Neatness and cleanliness are valuable assets in seeking a position.

2. All employers look for that physical and mental ability that will enable a worker to follow directions and to learn the job-routine with safety to himself and his fellow-

3. Begin now to consider what subjects and courses will be valuable in the vocation of your choice.

4. The greatest amount of interest in an occupation is of little value if the physical and mental requirements cannot be met.

5. Don't be misled into believing that the world, your parents or the government owes you a living, and that you can collect it without labor.

6. It is well to consider two or more possible fields of life work and keep yourself in readiness to shift your plans.

7. The vocation of your choice should provide work that will be interesting, suited to your ability and located in a healthful community that provides opportunities for recreation, education and other necessities of family life.

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8. The keynote of success is to aim high, stick to your aim, overcome obstacles, and be undaunted.

9. In spite of the fact that we live in a free democratic society, obstacles having to do with political affiliation, religion and race may seriously affect your chances of getting suitable training in your chosen vocation.

SCHOOL ADJUSTMENT

1. School life affords an excellent opportunity to develop the ability to get along with others.

2. Study with a sincere desire to (Continued on page 54)

SPORTS ATTENDANCE IS INCREASING—RAPIDLY



Basketball, football and other school and collegiate sports are attracting greater crowds with each succeeding season. Seating experts estimate that attendance has increased 25% to 35% during the last two years.

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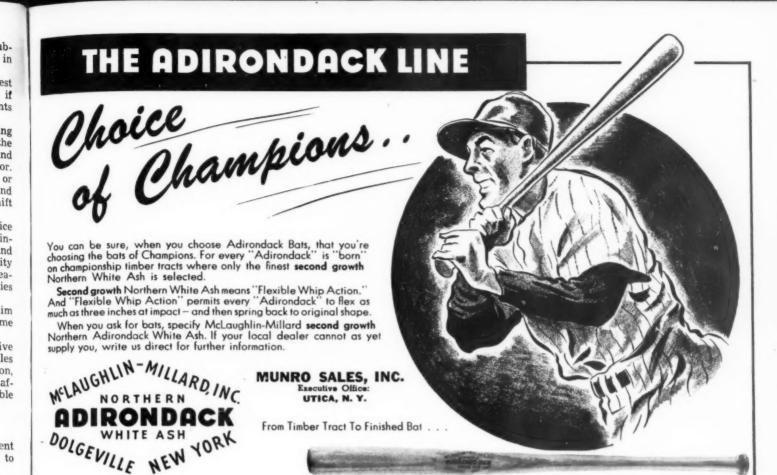
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THERE WAS EXCITEMENT IN THE NATION as floods ran rampant in the Mississippi Val-5,000 Postmasters went out on strike for increases in salary . . . Yes, and we were having our "war of nerves" with Spain.

ing wish, if he could have made it, would have been, not only that the game should continue but that everything should be done to encourage the sport.

SPORTS CAME TO NATIONAL ATTENTION

TOO ... In the Georgia vs. Virginia football game of that year, Richard Van Gammon of Georgia died of a concussion. Immediately a cry went up all over the South and some writers stated that for all intents and purposes it would be the last game of 1897. The victim's mother, however, addressed a letter to the trustees of the University of Georgia, in which she said that her son's dyINTO THIS HISTORICAL PICTURE came a new business, Becton, Dickinson & Company was organized, and introduced numerous medical specialties which have become favorites today in offices of medical directors and team physicians . . . Just 19 years later B-D introduced the original all cotton elastic Ace Bandage and gained immediate acceptance among American College Athletic trainers . . . Yes, 1897 had its memories . . . and it was quite a year.



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Dept. S

Personal Hygiene

(Continued from page 52)

master subjects rather than merely to get grades.

3. A successful person is punctual, goes to class prepared, and when reciting stands erect, speaks clearly and distinctly.

4. Extra-curricular activities provide wider personal contacts and opportunities to cooperate with people.

5. Try to have a definite idea of where you are going and why, after you graduate from school.

6. Build up good habits of working and thinking; they are just as important to your future as acquiring knowledge.

7. We go to school for the purpose of preparing ourselves to become good citizens in a democratic society.

8. It is exceedingly important to take the right curriculum in high school. If you intend to go to college, be sure to fulfill all necessary college requirements.

9. Have a frank, friendly interest in your classmates and teachers.

FRIENDS

1. Friendships can be formed only by coming in contact with people and showing yourself friendly

2. A boy should have many friends of both sexes whom he respects and admires.

3. To be likeable, you must have the kind of personality that appeals to others.

4. Good physical hygiene habits are necessary not only for the maintenance of health, but to make you an acceptable companion.

5. Seek the company of those people who think and act as you wish to think and act.

6. Learn to keep out of other people's affairs until asked to do other-

7. Boys who show consideration for the feelings and problems of others, and who enjoy doing things for others, have acquired a social point of view.

8. Don't criticize, don't lie, don't cheat and don't snub people. Make it a pleasure for others to like you.

9. The amount of money your parents have or their social position in society makes a difference in boygirl relationships. However, there are more important factors such as strength of character, brains or talent and charm. If a boy or girl has these things in large measure, he or she can surmount almost any barrier of wealth or social position.

10. The boy in high school has not had sufficient experience in life to pick a life-companion.

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12. The secret of being respected as a leader is the ability to put yourself in place of those you lead and to treat them as you would like to be treated.

MANIFESTATIONS OF MALADJUSTMENT

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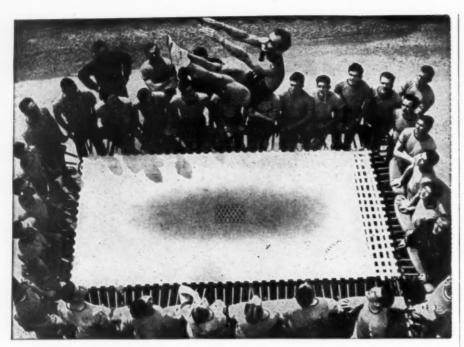
rne "war club" of forty years ago has helped to improve play immensely. The modern racket is many ounces lighter. Tighter stringing puts more "zing" in each shot—makes even "off-center" shots effects:

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emotional conflicts, pressures and the increasing tempo of civilization, hundreds of human beings break down mentally, reach the point of insanity either suddenly or after blindly suffering for weeks, months or even years; and are "put away." The number of patients in mental hospitals outnumber those in all other hospitals combined!

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There are many degrees of mental health and mental ill health and there is no sharp distinction between them. Everyone is inclined to think of himself as normal. The main dif-ference between mental patients and normal human beings, is that the normals are making a more or less successful fight in obtaining their living and getting along agreeably with their fellows.

ELEMENTARY TERMINOLOGY

There is a great deal of literature having to do with various mental and emotional disturbances. High school boys are interested in this type of literature and, therefore, some of the elementary terminology is presented for their use

Schizophrenia-first called Dementia Praecox; a slow steady deterioration of the whole personality. The cause is unknown and even its symp-

toms are often confused.

Insanity-the condition of the human mind during which the person is unable to think, feel or act in a manner which is accepted as normal, and which prevents him from protecting his own interests and causes him to become a menace to the interests and lives of his fellow-men.

Paranoid-a person who is suspicious of everything and everybody. Feels as if he is being persecuted.

Narcism-a person who is in love with his own personality.

Delusion—a system of beliefs af-fecting a man's behavior which does not fit in with reality.

Hallucination—a mistaken notion.

Day-dreaming—an escape from the realities of life. We seek to satisfy those desires that are not certified in actual life.

Phantasy - a fantastic notion or mental image.

Tic - spasmodic twitching of the face, eyes or shoulders, seemingly uncontrollable.

Obsession-dominating idea which a person cannot drive away although he may know it to be false or foolish.

Neurotic-a person who continually exaggerates normal tendencies.

Organic-Psychoses - a disturbance in the structure of the brain tissue. (Paralysis, stroke.)

Toxic-Psychoses-a mental disease caused by a poison in or outside of the body such as alcohol or an organic disease.

Functional-Psychoses (Psychoneuroses)—a condition in which there does not seem to be any disturbance in the structure of the brain, nor any

toxicity in or outside of the body, yet actual mental illness symptoms

are present. (Anxiety, obsession.)

Psychosomatic—the close relationship or influence of the mind and emotions over the body processes.

Fever therapy, shock treatment, insulin shock therapy, psychoanalysis, and music therapy are a few of the more modern methods of treating those who are mentally ill. Lobotomy or psycho-surgery in which the frontal lobes of the brain are removed to free the patient from fears manifested by anxiety, agitation or impul-sive behavior, is one of the newer methods of treatment.

The art of healing and caring for the mentally ill is called Psychiatry. A physician (M.D.) who specializes in the treatment of mental and emotional diseases is called a psychiatrist.

A Psychologist is a person who has had college training in personal relations.

· Mental Hygiene is the science of preserving mental health. A person who is mentally healthy is able to meet life's problems with some degree of success with a minimum amount of strain, and has a keen awareness or interest in life. One test of mental health is the ability to get along with others with a minimum amount of friction.

ACTIVITIES

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1. Have a committee present the results of a study on the leisure time pursuits of the class members.

2. Have various committees present the accepted behavior in local social situations such as the movie house, club house, school athletic contests, school dances, etc.

3. Have a committee report on the accepted dress for school social functions.

4. A compilation of student's likes and dislikes with reference to the girl friend, the boy friend, home conditions and school conditions should provide interesting discussion material and also give an excellent idea as to local conditions and thought.

5. Have the father of one of the boys come to the class meeting and speak on the subject "What a Father Expects of His Son." A reply may be prepared on "What a Son Expects of His Father."

6. A little debate on the pros and cons of some controversial topic of the day, may be attempted; it usually works out very satisfactorily.

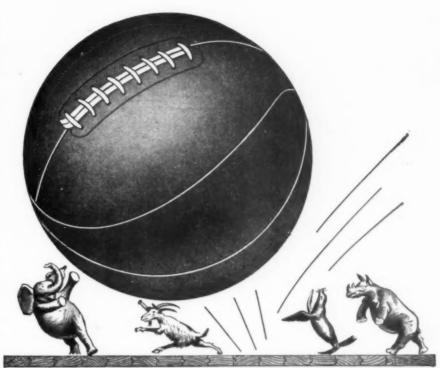
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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Dusty Mails, the ex-big league pitcher, was noted for his ability to pick runners off first. Pitching for Portland against Los Angeles one noon, he caught six Angels off first. Jack Fournier, an Angel player, observing from the bench, called each of Mails' pivots. As the picked-off players sheepishly returned to the dugout, Fournier bawled them out for being boneheads.

Late in the game Fournier came to bat and reached first on an error. Confident he knew all about Mails' trick motion, he took a slight lead—and was promptly picked off. Stricken with embarrassment and anger, Fournier fell on his hands and knees and took

a big bite out of the bag!

In his first season with the Yankees, Lefty Gomez often begged Joe Mc-Carthy for a chance to start a game. Finally Joe relented. He sent in Lefty and, as luck would have it, Gomez had his brains knocked out.

After the game, Joe took Lefty aside and said he was afraid Gomez wouldn't do—that he was giving him his release. "But won't you give me a recommendation?" Lefty asked.

"Why, surely," answered Joe and wrote the following: "Lefty Gomez pitched one game for me and I am satisfied."

A big-shot gambler (booo!) went to the Mayo clinic for an operation. On the eve of the surgery, he read of an intersectional basketball game in town the next day. He asked the sawbones, "Who'll win?" The surgeon said, "Northfield, of course."

"I'll lay you 10 to 1 Northfield loses," the gambler offered. "Those odds are ridiculous," snapped the surgeon.

"Northfield's the favorite."

"I know all about odds," the gambler persisted. "I'll lay 10 to 1." So the surgeon bet \$10 against \$100. Sure enough, Northfield won.

"Sure, I knew I'd lose," explained the gambler later. "But I figured it was worth laying 10 to 1 against the favorite when the better was a doc who had to pull me through to collect."

Dizzy Dean's dissemination of the English language has given every English teacher east of the Rockies a violent case of ulcers. But he has turned it into a paying proposition (the dissemination, not the ulcers). He makes \$20,000 a year broadcasting the St. Louis games, What's more, his Crossley rating is higher than a millionaire's blood pressure. His broadcasts are masterpieces of grammatical butchery.

He is responsible for such gems as "Slaughter slud safe into second"; "Marion throwed Reiser out at first"; "The runners held their respectable bases"; "Musial stands confidentially at the plate"; "Don't fail to miss tomorrow's game"; etc.

The wartime ban on the mention of weather conditions didn't phase Diz an iota. After a game had been delayed an hour without an explanation, Dean blurted into the microphone: "If you folks don't know what's holdin' up the game, just stick your heads outta the winder."

Another time he announced: "I can't tell you the weather we're havin', but what the players are wipin' off their faces ain't sweat."

When the tennis club we belong to drafted a rule requiring all players to wear white clothing, we raised a strenuous objection. We claimed it smacked of regimentation—that it discouraged individual initiative—that it was communistic—that it was violently opposed to private enterprise. But, after seeing the first lady in white take the court, we immediately withdrew our objections. Her costume was a doozy, reminding us, oddly enough, of those immortal lines from Gunga Din:

The uniform 'e wore
Was nothin' much before.
An' rather less than 'arf o' that
be'ind.

Looking for a good movie script—with drama, humor, pathos, and lots

of Americana in it? Well, here it is. We gleaned it from a letter sent us by one of our coach friends.

"I popped out of college in '31, coached everything at a little high school, taught six periods of math, took salary cuts which deflated my yearly wage from \$1,600 to \$1,050, then quit. Jumped to businessmen's agent, idea promoter, superintendent of recreation, then back to school teaching and coaching. In between I mined for gold, clerked in a grocery store, worked on a newspaper, served as a buyer for a government agency, ran a cooking school, beauty contest and a golf course; and been a park ranger.

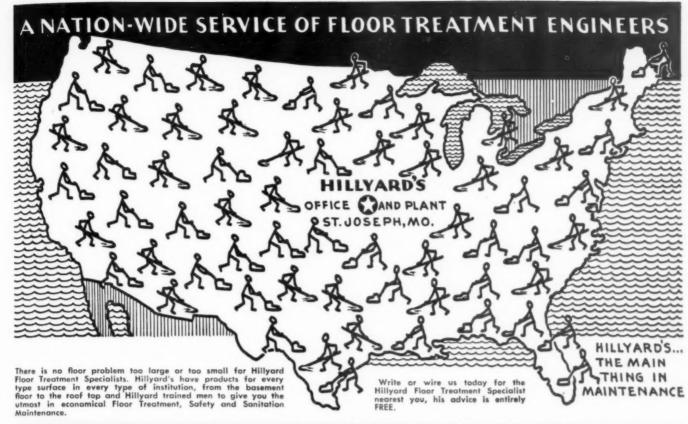
In four years as head coach, since returning to the coaching field, I have won three titles—while teaching six periods each day and taking care of all the details connected with the seating, promotion, etc., of the entire sports program.

"Yet my salary is just for my six periods of teaching! Not one penny for the after-school stuff, the brain stuff, the promotion, the detail, and the rest."

Add another name—Harry L. Lawrence—to the growing list of high school coaches who are being snapped up by our colleges. Lawrence, football coach at Baltimore City College High School since 1934, was recently appointed head man at Bucknell College. What's more, he was picked from a list of 54 candidates, some of them big college names. At Baltimore, Lawrence produced eight public school and six state grid champs.

Bob Feller's two one-hitters and his streak of 29 consecutive scoreless innings just about killed off all the debating about who was the better pitcher, Feller or Newhouser. Yet, (Concluded on page 64)





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Pick Your Coach and Coaching School

School men contemplating attending a coaching school this summer may use this directory to locate the schools at which their favorite college coaches will lecture. Complete information on the schools listed may be gleaned from the comprehensive Coaching School Directory that appeared on pages 59-62 of the May issue.

FOOTBALL

ANDERSON, EDDIE (Iowa)—New Mexico Coaches (see adv. p. 61); Wentworth Mil. Acad. (see adv. p. 64).

BIBLE, DANA X. (Texas)—Adams St. College (see adv. on p. 59, May issue).

BIERMAN, BERNIE (Minnesota)-U. of Minnesota.

BIXLER, PAUL (Colgate)—U. of Connecticut (see adv. on p. 61); Kings Point (see adv. p. 61).

BRYANT, PAUL (Kentucky)—Georgia Coaches Assn.; U. of Kentucky.

CRAVATH, JEFF (U.S.C.)-lowa Ath. Assn.

CRISLER, FRITZ (Michigan)—Wisconsin Coaches Assn. (see adv. p. 62, May issue); N. Y. Ath. Assn. (see adv. p. 61).

DAVIES, TOM (Western Reserve)—Edinboro (see adv. on p. 64).

DREW, RED (Alabama)—Bethany College (see adv. on p. 64).

ELIOT, RAY (Illinois)—Adams St. College (see adv. on p. 59, May issue); Illinois Coaches Assn. (see adv. p. 61, May issue); Ohio Football (see adv. p. 62, May issue).

ENGLAND, FROSTY (Arkansas St.)—Fremont (see adv. on p. 61, May issue).

FESLER, WES (Ohio St.)—Ohio Football (see adv. on p. 62, May issue).

FAUROT, DON (Missouri)—U. of Missouri; Wentworth Mil. Acad. (see adv. on p. 64).

HARLOW, DICK (Harvard) — Eastern Penn. Coaches Assn. (see adv. on p. 61, May issue).

HICKMAN, HERMAN (Army)—Eastern Penn. Coaches Assn. (see adv. on p. 61, May issue); U. of Connecticut (see adv. on p. 61).

HIGGINS, BOB (Penn St.)—Bethany College (see adv. on p. 64).

HOLCOMB, STU (Purdue)-Edinboro (see adv. p. 64).

McMILLIN, BO (Indiana)—Texas Coaches Assn. (see adv. on p. 62, May issue).

MUNGER, GEORGE (Pennsylvania)—U. of Connecticut (see adv. on p. 61).

MURRAY, BILL (Delaware)—Kings Point (see adv. p. 61).

NEELY, JESS (Rice)—Texas Coaches Assn. (see adv. on p. 62, May issue).

ODELL, HOWIE (Yale)—Illinois Coaches Assn. (see adv. on p. 61, May issue).

SANDERS, RED (Vanderbilt)—Louisiana Coaches Assn. (see adv. on p. 61).

SAUER, GEORGE (Kansas)—New Mexico Coaches (see adv. on p. 61).

SNAVELY, CARL (No. Carolina)—Eastern Penn Coaches Assn. (see adv. p. 61, May issue); U. of North Carolina.

STUBER, A. E. (lowa St.)-lowa Ath. Assn.

STUHLDREHER, HARRY (Wisconsin)—Wisconsin Coaches Assn. (see adv. on p. 62, May issue).

YEAGER, JIM (Colorado)—Colorado Coaches Assn. (see adv. on p. 59, May issue); U. of Colorado.

BASKETBALL

ALEXANDER, LOU (Rochester)—U. of Connecticut (see adv. on p. 61).

BEE, CLAIR (Long Island U.)—Georgia Coaches Assn.; N. Y. St. Basketball (see adv. p. 60, May issue).

CASE, EVERETT (No. Carolina St.)—Indiana Basketball.

COX, FROSTY (Colorado)—Texas Coaches Assn. (see adv. on p. 62, May issue).

CRAWLEY, MARIAN (Jefferson H. S. Ind.)—Colorado Coaches Assn. (see adv. on p. 59, May issue); Fremont (see adv. on p. 61, May issue).

CRUM, J. BIRNEY (Allentown, Pa., H. S.)—Eastern Penn. Coaches Assn. (see adv. p. 61, May issue; N. Y. St. Basketball (see adv. p. 60, May issue).

DAVIES, CHICK (Duquesne)-Ithaca College.

DIDDLE, ED (West. Kentucky)—Indiana Basketall.

DRAKE, BRUCE (Oklahoma)-lowa Ath. Assn.

FOSTER, BUD (Wisconsin)—Illinois Coaches Assn. (see adv. on p. 61, May issue); Wisconsin Coaches Assn. (see adv. on p. 62, May issue).

GRAY, JACK (Texas)—Louisiana Coaches Assn. (see adv. on p. 61).

IBA, HANK (Oklahoma A. & M.)—Adams St. College (see adv. p. 59, May issue); New Mexico Coaches (see adv. p. 61); Wentworth Mil. Acad. (see adv. p. 64).

KEANEY, FRANK (Rhode Island St.)—Eastern Penn. Coaches Assn. (see adv. p. 61, May issue); N. Y. St. Basketall (see adv. p. 60, May issue).

LAWTHER, JOHN (Penn St.)—Ithaca College.

MacMILLAN, DAVE (Minnesota)—U. of Minnesota; Wisconsin Coaches Assn. (see adv. p. 62, May issue).

PATTON, LEE (West Virginia)—Bethany College (see adv. on p. 64).

PETERSON, VADAL (Utah)—N. Y. Ath. Assn. (see adv. on p. 61).

READ, BUCK (Western Reserve)—Fremont (see adv. on p. 61, May issue).

RUPP, ADOLPH (Kentucky)—Adams St. College (see adv. p. 59, May issue); Fremont (see adv. p. 61, May issue); Iowa Ath. Assn.; Texas Coaches Assn. (see adv. p. 62, May issue).

SCOTT, TOM (No. Carolina)—U. of North Carolina.

STALCUP, WILBUR (Missouri)—U. of Missouri; Wentworth Mil. Acad. (see adv. on p. 64).

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For further information, contact JOHNNY BRECHTEL, Secretary-Treasurer, LOUISIANA HIGH SCHOOL COACHES ASSOCIATION, HOWARD ANNEX, 537 ST. CHARLES ST., NEW ORLEANS 12, LOUISIANA.

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Center on Offense

(Continued from page 8)

quire their own specific variations, especially the short, quick pass thrown by a back who rises and throws with little or no movement from his original position.

On this type of play, the ball must be delivered somewhat higher than ordinarily, so that the receiver can get his head up instantly, either to fake or actually pass the ball. It is extremely important to deliver the ball with the laces in such position that the passer will not have to rotate the ball to locate them for grip purposes.

This requires touch and delicacy by the center, which is only obtained through painstaking drill.

Passing to the kicker in punt formation requires a long, accurate and speedy pass. Many centers superior in every other respect cannot execute this particular pass. Speed is imperative as well as accuracy. Failure in either respect usually will expose the kicker to rushing and hurrying by the defense, so that his kicking will be inefficient or actually blocked.

The center should try to deliver the ball to the kicker in the exact spot he wants it with the laces where he wants them. Most kickers like to receive the ball about waist high just slightly to the side of the kicking foot.

Others, however, prefer the pass chest high directly in the center.

For runs or other types of plays where the ball must be passed to the deep back in open formation, the center must learn through constant practice exactly how to give the most advantageous amount of lead.

Another difficult assignment is the pass for a place kick. Here again the element of speed is of vital importance. The pass is made more difficult by the fact that the ball must be kept close to the ground.

Usually on this type of pass, it is advisable to lift the ball slightly before snapping it backward. Otherwise in trying to keep the ball low, the center may strike some elevated tuft of grass or lump of earth, and cause the pass to go astray.

The center has many important functions on offense, but he must never lose sight of the fact that every pass must be perfect, and that this is his first and most important responsibility on every play.

The second part of this treatise, covering the center's blocking duties, will appear in the September issue of "Scholastic Coach."

NEW EQUIPMENT

For further information on any of the items that appear in this department, write to: Scholastic Coach, New Equipment Dept., 220 E. 42 St., New York 17, N. Y.

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.30-.30 Bolt-Action Rifle



The Savage Arms Corp. announces a brand new carbine-style bolt-action rifle, chambered for the ever popoular .30-.30 caliber cartridge. Priced for the popular market, ruggedly built, the new arm is particularly adaptable for all-around service on farm, ranch and back country. The newly designed action cocks on the opening stroke of the bolt; the thumb-operated safety locks both bolt and sear; and the stock is in one piece. Compact and streamlined in appearance, he rifle's light weight (about 6 lbs. 12 oz.) makes for exceptionally fast handling.

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elastic that won't
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boys added comfort, protection, and
longer wear.

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EAGLE REGALIA (29)	KEMP MFG. (47)	Wall Pads, Pad Covers
Catalog on Trophies, Medals, Emblems, Banners	☐ Information on "SNug- gIE" Comforter for Foot ball Players	"Pointers on Boxing" Booklet
	BRADLEY M. LAYBURN (30	NISSEN TRAMPOLINE (56)
JOHN P. FLAHERTY (33)	☐ Information on Gym and	Literature
☐ Sample Set of Elbow and Knee Protectors	Playground Apparatus, Portable Bleachers	☐ Booklet, "Tips on Trampolining"

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

BBBBBB SECOND

BETHANY COLLEGE

Coaching School

August 11-15, 1947 Tuition \$16.50—Board and Room \$13.50

FOOTBALL

ROBERT A. "BOB" HIGGINS of Penn State

HAROLD D. "RED" DREW of the University of Alabama

BASKETBALL

LEE PATTON

of West Virginia University

ALL STAR GAME NIGHT OF **AUGUST 15, 1947**

JOHN J. KNIGHT ★★★★

Director

* * * *

BETHANY, W. VA. ★★★★

The Book You've Been Waiting For!

THE UNBALANCED LINE T

by Bob Trocolor and Chas. Avedisian Ex-National League Pro Stars

· A book for fans, players, and coaches. Offense, strategy, passing, and running plays. Illustrated articles. You can teach the entire system from this book.

PRICE: \$1.25 . . . Order From

ROBERT G. TROCOLOR

Director of Athletics

BERGEN COLLEGE, TEANECK, N. J. Enclose Money Order or Check

EDINBORO COACHING SCHOOL

August 12, 13, 14, 15

STU HOLCOMB • TOM DAVIES
The "T" 5. Wing

ALL-STAR GAME BOX 67, EDINBORO, PA.

MASTER COUPON

(See page 63 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

NOCONA LEATHER (4)

- ☐ Information on Line of Athletic Leather Goods
- O-C MFG. CO. (43)
- ☐ Information on Apex Athletic Supporter

OCEAN POOL SUPPLY (57)

Information on Trunks, Swim Fins, Kicka Boards, Nose Clips, Caps, Klogs

W. H. PAYNE (35)

☐ Information on Record Books

PETERSEN & CO. (30)

Catalog on Gym Mats, Wrestling Mats, Boxing Rings, Mat Covers and Prone Shooting Mats

RAWLINGS (3)

- ☐ Catalog

REGALIA MFG. (32)

☐ Catalog and Price List on ☐ Sports Show Book Flags, Plaques, Emblems, (See ad for free rental of Award Ribbons "Inside Football")

REVERE ELECTRIC (46)

- ☐ Sports Floodlighting Bulletin
- ☐ Catalog

JOHN T. RIDDELL (19)

Information on Plastic Helmets, Shoes, Balls, Track Supplies

SAND KNITTING (44)

☐ Information on Athletic Knitwear and Uniforms

SANI-TREAD CO. (35)

☐ Sample of Fibre Bath Slippers

SEAMLESS RUBBER (49)

☐ Information on Sav-A-Leg Home Plate, Athletic Tape, Kantleek Bladders

SELIG CO. (18)

☐ Manual on Proper Gym Floor Care

SPALDING & BROS. (1)

- ☐ Catalog

STEWART IRON (37)

☐ Information on Field **Enclosures and Backstops**

TECHNICAL INSTRUMENTS (22)

☐ Information on Stop Watches

UNIVERSAL BLEACHERS (52)

☐ Nation-wide Seating Survey

VESTAL, INC. (57)

☐ Catalog on Pyra-Seal Floor Finish

VOIT RUBBER

- (Inside Back Cover)
- Catalog on Rubber Covered Athletic
- **Balls and Equipment** ☐ Illustrated Price List

WESTINGHOUSE ELECT. (41)

☐ Information on Sports Floodlighting

WESTERN CARTRIDGE (48)

☐ Booklet, "Rifle Shooting

for Schools and Colleges"

NAME	POSITIO	POSITION	
	(Principal, coach, athletic director, physical director,	ector)	
SCHOOL	ENROLI	MENT	

CITY STATE

No coupon honored unless position is stated

June, 1947

"Coaches' Corner"

(Continued from page 58)

judging on 1946 performances, you'd have to give the nod to Prince Hal. Hal won 26, lost 9, chalked up a 1.94 earned-run average. He gave up 215 hits in 293 innings, and fanned 275.

Feller won 26, lost 15, and had a 2.18 earned-run average. He permitted 277 hits in 371 innings, and whiffed 348-an all-time record. In presenting their case, the Feller fans point out that Feller had a poorer club behind him, that he was a more durable pitcher, and look at that strike-out record!

The Newhouser Marching and Chowder Society point out that the Marching figures are deceiving. Feller pitched more games because Cleveland had fewer good pitchers than Detroit and because Bullet Bob was trying for a strike-out record.

The records prove that Newhouser actually is a better strike-out artist. Divide innings pitched by strike-outs and you'll find that Hal averaged .9385 whiffs per inning to Bob's .9380. If Newhouser had pitched the same number of innings as Feller, he would have set an all-time record of 352 strike-outs!

One other thing: Feller gave up .7466 hits per inning to Newhouser's .7338. Oh, those poor National Leaguers in the all-star game!

Feller and Newhouser—phooey. We know a pitcher who whiffed 40 men in a 19-inning world series game. His name is Jim Chambers and he pitches for the Chicago Match Softball Team. He chalked up those 40 strike-outs against the Missouri softball champs in the opening game of the 1946 softball world series.

Power Memorial Academy of New York has no basketball court, no diamond, and no gridiron. Its teams are a bunch of globe trotters. They spend half their lives in the subway, traveling miles and miles just to practice. Yet they keep winning championship after championship.

During the past year, they copped nearly every major parochial school trophy in town. They didn't lose a game in baseball, won the Father Rice Trophy in football, and copped the Leo J. Hickey Cup in basketball.

(At last writing, the baseball team had gone 25 games without tasting defeat!)

That's what good coaching can do for a school. Power's coaching is done by Ed Staruk (head man), former Holy Cross star, and Red Romo (assistant), ex-L.S.U. football player.

WENTWORTH MILITARY ACADEMY COACHING SCHOOL Don Faurot—Missouri Univ. FEE Eddie Anderson—lowa Univ. \$10 Henry Iba—Oklahoma Wilbur Stalcup—Missouri Univ. (ten) All demonstrations on the field—all sports Write CAPT. CHINK COLEMAN LEXINGTON, MISSOURI

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